***Part 4: Lesson Plan***

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| **Unit Topic Being active, being Healthy**  **‘Designing a topic for health week’.** | **Curriculum Link: PDHPE** | | **Yr Level: 4** |
| **Lesson Number: 4(b)** | **Lesson Topic: Written grammar** | | **Learning Area(s): English** |
| **Prior learning: Students have been introduced to the idea of being healthy – and the link between regular exercise and health. Through a range of activities, the important terminology around health and healthy foods has been scaffold for students so they have a good grasp of these key concepts. In this lesson, the focus will be on developing activities that will aid students understanding of the written grammar required for the production of their final video. A focus will be on looking at this in terms of the persuasive text type because students will be developing videos in order to encourage and promote exercise as being central to health. Students already have a sound grasp of the persuasive text type from previous units, and in this unit it is being revisited.**  **Unit Aim or Outcome:**  To develop students understanding about the connection between exercise, physical activity and health.  ALS2.6 Discusses the relationship between regular and varied physical activity and health. | | | |
| **Lesson Outcome:** *(what do I want the students to be able to do, know or think at the end of this lesson?)*  WS2.10 Produces texts clearly, effectively and accurately using sentence structure, grammatical features and punctuation of conventions of the text type.  RS2.8 Discusses text structure of range of text types and grammatical features that are characteristic of those text types.    Students will learn about:   * Healthy lifestyle choices, their benefits and influences.   Students will learn to:   * Construct and use written grammar to develop an understanding of the ways that exercise impacts on physical activity for the development of their final video. | | | |
| **Resources:** *(List what you will need to have on hand for your lesson and organisational matters)*  Live Outside the Box Website  <http://healthpromotion.com.au/Q4_LOTB/LOTB_PrimarySchoolResources.htm>  Passport for recording healthy lifestyle choices in their own lives – food/exercise per group  Advertisement examples for group work/final concluding activity.  IWB for display of information/ internet access to play youtube clips  Butchers paper for brainstorming/recording answers  Students work in groups (organisation and management around groups)  Organisation of worksheet materials | | | |
| **Lesson Outline** | | | |
| Introduction: (12 minutes)  *Show students the ‘ Nutri grain’ advertisement.*  *Available:*[*http://www.youtube.com/results?search\_query=nutrigrain+commercial+2011&aq=2&oq=nutrigra*](http://www.youtube.com/results?search_query=nutrigrain+commercial+2011&aq=2&oq=nutrigra)  *Have on the board some of the written features of language from the advertisement that promotes the idea of regular physical activity and the relationship between the cereal (as a healthy food) and regular physical activity. Brainstorm with students the use of some of the persuasive language – bold statements, focus on the positive, use of imperatives – how the video created the link between eating Nutri grain and becoming an iron man. Discuss with students the effect this has on the viewer and link this to the development of the video that students will be creating: Ask students “How are you going to persuade people that regular exercise leads to better and more healthy lives”?*  *How are you going to draw the viewer in with the language you use, make them feel important, believe that regular and varied physical activity will lead to better health?*  *Hear student responses and start to develop a range of beginning responses for the development of the basis of the written grammar required to show how regular exercise leads to better health.*  *Have on display the key features of Persuasive text on display on the IWB for each groups reference as they work within their groups.*  *Divide students into their groups for the next activity.* | | | |
| Teaching strategy/Learning Activity: (13 minutes)    Activity 1: Have students in their groups think about the role that exercise and health plays in their own lives and reflect upon this in light of how they might persuade others in their final video.  To think about the relevance of their learning in their own lives in order to make meaning for students around the activity and to connect the way that students might be able to use their own experiences to encourage and convince others to exercise regularly – based on what they enjoy about exercise.  *Ask yourself ‘What will support the students to learn the concepts I’m trying to teach and to reach the outcomes I’m aiming for? What will I as teacher be doing?’ What will students be doing?* | | | |
| **Teacher will ……** | | **Students will…** | |
| Distribute to each of the groups the passport resource from the ‘Live Outside the Box’ website. Have students think about the role that regular exercise plays in their own lives as a group and have them think about the way that they could convince others about the importance between exercise and health.  Bring class back together and ask students why it might have been important to first consider the place of regular exercise in their own lives (and reflecting upon this) before working towards persuading others.  Activity 2: (12 minutes)  Have each of the groups work with different advertisements and explain that students are looking for the written grammatical features that contribute to promoting exercise and health.  List these on the IWB:   * Focus on the positive * Exaggerated language * Use imperatives “Regular exercise will” * Rhetorical questions * Bold statements   Activity 3: (13 minutes)  Aim: to have students share their understanding and to reflect upon their learning. Also to provide a forum for sharing ideas for the final group product – the examples of written language different groups may have found and how this helped their understanding.  Bring students back together as a whole class and have them share some of the examples of the written textual features that they found in the texts.  Record student’s responses on the board under the conventions of the persuasive text type.  Bold statements –  Rhetorical Questions-  Imperatives-  Positive/emotive language – | | Discuss in their groups the role that exercise plays in their lives looking at the interaction between healthy foods and exercise. Record their answers on the passport scaffold and think about the ways that they could promote others to engage in regular exercise for a healthy lifestyle. Records on butchers paper the ways that people could be convinced to engage in regular physical activity. Also have students write down why this activity was effective for the development of the video and what they learnt themselves. (individually)  Provide some examples of advertisements and have students also discuss advertisements they may have seen on television or in magazines etc. and look at the written language used and how this promotes an interrelationship between exercise and health.  Students will share their answers and consider each other’s responses for the development of their own advertisements. It will be explained that this is a shared class project so all responses will be considered and evaluated as a whole class and groups will be encouraged to share and use each other’s ideas. Groups will also be invited to provide feedback to each other on their ideas and also to reflect on their own learning during the group activity and whether or not they found it effective.  Have students highlight any examples of written language that conforms to the examples on the IWB for the promotion between exercise and health and any other examples from the written text that achieves this.  **Ask students to consider the ways they could use these written language features in their final advertisement towards health promotion.** | |
| Concluding strategy:  *Ask yourself, ‘How can I capture the main learning points of the lesson?’*  *Aim: to have students review advertisement features and conventions (in terms of written language and purpose) and to reflect upon their learning around the relationship between physical regular activity and health.*  *Read and display four to five of the advertisements that students were working with and have them displayed at the front of the room along the whiteboard. Re iterate each advertisement generally (providing an overview of each) and have students move to stand in front of the one they find most effective. Have students stand in a line. When students have decided, have students from each group explain why they find that to be to the most effective advertisement, and to highlight some of the language, including how the language informs their knowledge and understanding of the link between exercise and health.* | | | |
| **Assessment:** *(What will be the assessment task, tightly relating it to your lesson outcome*. *the criteria, and how you will you record student progress?)*  **Students work during group activity:**   * informal and observation based – teacher to see how individuals collaborate together and share their ideas. * Self and peer assessment – how students reflected on others shared ideas and on their own learning. * Individual reflection on how learning activity helped students understand the link between regular exercise and healthy lifestyle. * Conclusion activity: students responses to inform assessment and student understanding. | | | |
| **Any special considerations or contingency plans:**  *(Consider students with special needs or the particular needs of your class or school)*  *Student grouping in terms of how students will work together.*  *Also careful consideration would need to be given to differentiating the learning for different ability levels.*  *Consideration of cultural issues, particularly in terms of language and around the idea of healthy eating, exercise and healthy foods – which will vary according to cultural context.* | | | |
| **Self-reflection** *(anticipated self-questioning)*  **Were the students engaged in the learning?**  **Were the explanations appropriate for student understanding? Did the activities cater appropriately to the range of ability levels?**  **Was timing considered effectively?**  **How were issues of behavior management/organizational issues considered?**  **How was assessment used throughout the lesson? Did this effectively allow students to demonstrate what they had learnt in the lesson?**  **What would you change next time?** | | | |

**References**

**Healthy Bodies, Healthy Minds Resource, Retrieved October 1st, 2011 from** [**https://neutrinodata.s3.amazonaws.com/smh-education/userfiles/pdf/Healthy\_Bodies\_St3\_part\_1.pdf**](https://neutrinodata.s3.amazonaws.com/smh-education/userfiles/pdf/Healthy_Bodies_St3_part_1.pdf)

**Kelloggs Nutri Grain Advertisement, Retrieved October 1st, 2011 from** [**http://www.youtube.com/watch?v=2gI7q3TAAsc**](http://www.youtube.com/watch?v=2gI7q3TAAsc)

**‘Live Outside the Box’ Website, Retrieved October 1st, 2011 from** [**http://www.healthykids.nsw.gov.au/campaigns-programs/live-outside-the-box.aspx**](http://www.healthykids.nsw.gov.au/campaigns-programs/live-outside-the-box.aspx)

**Persuasive Writing**